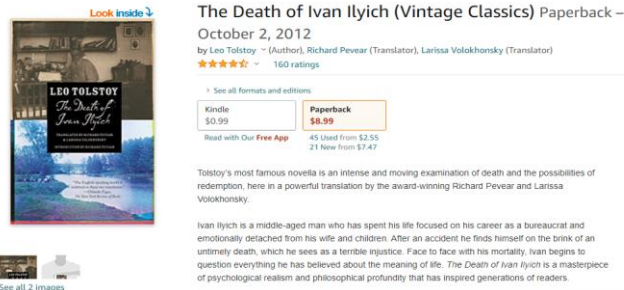


English II/Year 5: Summer Reading Assignment

The following is your summer reading assignment for English II next year. Please contact your teacher this summer if you have any questions or concerns. Ms. Hoster can be reached by e-mail at rhoster@uplifteducation.org. Mr. Thompson can be reached by e-mail at bthompson@uplifteducation.org.

1. Primary Text:

Please obtain the following book before the start of the 2021-2022 school year: *The Death of Ivan Ilyich* by Leo Tolstoy (trans. By Larissa Volokhonsky and Richard Pevear) It's very important you get this translation so we all have the same text.



Summer Reading Assignment:

- ❖ We will be discussing and analyzing this novella in class once you return from summer break. **You will have a graded discussion and reading test over this text**, so I recommend annotating it. Marking and annotating allows the active reader to ask questions, comment on meaning, and mark events and passages he or she wants to revisit.
- ❖ **You will then read ONE of the secondary texts OR watch ONE of the secondary films. Then you will respond to two writing prompts—one for the primary text & one for the secondary “text.”**

Read the text and annotate:

Read and annotate very carefully because we will be discussing and analyzing the text in class. *Come back prepared to share observations, questions, interpretations, etc. during class.*

How to Annotate:

- Use a sticky note to mark important plot events, narrative shifts, or thematically important moments.
- Circle words that are unfamiliar or unusual—use contextual clues and a dictionary to define them.
- When new characters are introduced, underline phrases that describe them.
- Mark words, images, and details that seem to form a pattern throughout the text (motif). For example, if a large clock appears in the first chapter, and then you notice words like “timely” or “ticking” in the text.
- Mark passages you think might be symbolic.
- Write your thoughts in the margins as you read. If you have a question, write it on the page.
- Use brackets, checks, stars, bullets, or asterisks to mark very important items or things.

2. Secondary “Text” Options (CHOOSE ONLY ONE—Novel or Film—YOUR CHOICE):

After reading and annotating *The Death of Ivan Ilyich*, you have several options of content to read or watch alongside the text. You must read OR watch ONE of the titles listed below. ***Please be mindful that there are many different “texts” here with different content/ratings.*** Research these titles and learn about the content they contain before choosing which to pursue.

Novel Text Options:

Letters to a Young Poet—Mark Harman
Why I Wake Early—Mary Oliver
Upstream—Mary Oliver
The Beautiful Struggle—Ta-Nehisi Coates
The House on Mango Street—Sandra Cisneros
The Catcher In the Rye—J.D. Salinger
The Perks of Being a Wallflower—Stephen Chbosky
How Do You Live?—Yoshino Genzaburo
Leaf Storm—Gabriel García Márquez

Film “Text” Options:

Ship of Theseus
I Heart Huckabees
Ikiru
Garden State
The Darjeeling Limited
The Life Aquatic with Steve Zissou
Amélie
Good Will Hunting
Life is Beautiful

3. Writing Assignment:

You will write two personal responses, one for each text. Though your response is personal, you must address the text in some way. Be creative, reflective, and honest. Prove to me that you read this text.

➤ **Respond to the Tolstoy primary text (pick ONE of the prompts below, 300 – 500 WORDS):**

- a. How should we choose to live? Examine Ivan’s life. What does his story teach you about living your own? Make allusions/draw parallels to the text.
- b. Write about a truth—known or unknown—that this text unearthed for you. Examine the themes of the novel. What truths about our reality did it reveal to you? Make allusions/draw parallels to the text.

➤ **Respond to your choice text/film (pick ONE of the prompts below, 300 – 500 WORDS):**

- c. How did the experience(s) of the character(s) help you uncover your own source of joy? Make allusions/draw parallels to the text/film.
- d. Write about something, anything, that inspires you in connection to this text/film. What about the characters/events in the text/film influenced your decision to write about this? Make allusions/draw parallels to the text/film.

Criterion	0	1-2	3-4	5-6	7-8
<p>B: Organization</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. makes minimal use of organizational structures though these may not always serve the context and intention</p> <p>ii. organizes opinions and ideas with a minimal degree of coherence and logic</p>	<p>i. makes adequate use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas with some degree of coherence and logic</p>	<p>i. makes competent use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other</p>	<p>i. makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</p>
<p>C: Producing Text</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to develop ideas with precision.</p>
<p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. uses a limited range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p>	<p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication.</p>	<p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p>	<p>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p>
<p>Conversion: 1-10, 2-20, 3-30, 4-40, 5-50, 6-60, 7-63, 8-65, 9-67, 10-70, 11-73, 12-75, 13-77, 14-80, 15-83, 16-85, 17-87, 18-90, 19-92, 20-94, 21-96, 22-98, 23-99, 24-100</p>					